

Polytechnic finance officers

Fight to win students demands new image

by Jane Feinmann

Polytechnics must radically change their image and the type of courses they offer if they are not going to lose out heavily to universities in the battle for students over the next 20 years.

It is likely to be one of the conclusions of the Group on Forecasting and University Expansion, established by the Conference of University Administrators, which is due to report in May this year.

The warning was given by Mr Michael Shattock, chairman of the group and Academic Registrar of Warwick University, in a speech to the Polytechnic Finance Officers Group last week. He predicted a swifter and more drastic decline in student numbers than that identified in the DES discussion document on higher education into the 1990s.

He said: "We shall all need to work out survival policies of some sort and we must, as administrators, including in too much sentiment by clinging to outmoded will-o'-the-wisp policies which have no the faintest hope of success".

Mr Shattock did not accept the DES proposals that the contraction in higher education could be pre-

vented by encouraging increased participation by the children of manual workers or by mature students.

The evidence collected by the group suggested that "both sectors of higher education have a long way to go if they are to attract a high proportion of children of manual parents".

Between 1971 and 1975, the middle classes had actually increased their proportion of the university entry and the picture was much the same for the polytechnics. Moreover, evidence on numbers of working class children staying in full sixth-forms did not suggest the trend would change.

While recent figures seemed to suggest the entry of mature students was increasing in all areas of higher education, and particularly in the polytechnics, "these figures are misleading compared to what would be required to compensate for the fall in the birth-rate".

Mr Shattock also cast doubt on the DES's proposals for modest expansion up to 1982. He said that among 18-year-olds, "there are clear signs internationally that higher education is rather less attractive than it was five or six years ago".

NICEC

Traditionalism bars mature entrants

University thus could prove to be the main reason for the urgently needed changes in higher education, a pro vice-chancellor of the Open University said last week.

Mrs Naomi McIntosh said Britain was lagging behind other Western countries, most of which had accepted that education should be a continuing process throughout life.

"In Britain we have continued for so long with a three-year, light-skinned, elitist higher education system. We have largely ignored the needs of mature students who missed the opportunity to study after they left school. But the individual institutions themselves and the educational trade unions with a vested interest all appear opposed to change in many areas", she said.

Mrs McIntosh was speaking at a conference on admission to higher education, organised by the National Institute for Careers Education and Counselling, in York last Thursday.

She said that where universities had adopted a more flexible approach had generally been forced into it. "Lesser has the highest number of mature students but it is well known that this is because its reputation has pro-

vented it from attracting enough younger students".

Most universities defended their position with "complaints" that there was little demand for part-time courses. They knew that the Open University gets over 50,000 applications every year? The fact that there are no opportunities for these people to study in a more flexible environment is a tragedy.

There are strains in the wind now that point inexorably to a change in the traditional structure of the three-year model. The 1970s had seen the introduction of the Open University as well as modular degrees, Diplomas and the beginning of transferability between institutions.

"Much of the discussion in this area is mere rhetoric. But there is a world-wide interest in modular learning and life-long education and it is possible that demographic pressures may mean the time is now ripe for change".

Mr Clive Adelman, a Senior Research Fellow at University College of Higher Education, told the conference that colleges of higher education which allowed the greatest flexibility for students in different courses appeared to have the lowest number of withdrawals. This was a preliminary finding of a survey carried out at the college in the last year.

Three colleges with different degrees of flexibility for change courses were being studied. The college where students made a choice after a three-day induction course, in another where students had six weeks to alter their course to a third where students could change their courses in the first three months.

Each also permitted programme changes from BSc to BA to BA to BSc and from BSc to BEd to BA to BEd.

The extent to which students used the options was very high. In the most flexible college, only one of 950 students changed his or her course in the first three months and most kept to subjects corresponding to the A levels and had studied.

Social science departments, universities appeared to have the greatest difficulty in selecting applicants for undergraduate courses. A member of York University's Sociology Department said: "Science departments could not take in applicants previous school work".

BBC outlines FE policy into 1980s

by Maggie Richards

Five areas of potential development in educational broadcasting are outlined in the BBC's latest policy paper on further and continuing education into the Eighties.

Compiled by Mr John Cain, assistant controller of educational broadcasting, the document has been before the BBC's further education advisory council. It has now been referred to the council's ten committees for study and discussion.

In his report Mr Cain draws attention to the changes which have occurred or are imminent in educational broadcasting. Mentioning the effects of the forthcoming White Paper on the National Report are likely to be significant, he points out that financial restraints will curtail the prospects for the future.

The report suggests BBC collaboration with outside agencies, already an important ingredient of the service, is likely to increase.

It is now unusual to find a new initiative, especially in the fields of community and basic education, which does not rely in some way on close working with other agencies. The price in terms of "organisational strain" is considerable, but few seem to think the results justify the effort", Mr Cain says.

The report also forecasts growth in the use of distance learning methods accompanying educational programmes, particularly with the establishment of the Open University's delivery on continuing education.

Dealing with BBC publications in the further and continuing education sector, the report says both output and quality are on a high level and the economics of the operation are buoyant. Mr Cain warns that difficulties with production time scales may lead to a preponderance of less elaborate quick-print publications in the future.

The report also examines audience size, and concludes that the emergence of independent television projects and the adaptation of Open University courses to specialised smaller audiences will generally mean that the BBC's output should be aimed at a more general audience.

Another outline of the future in the report, Mr Roger Clark, assistant controller at the University of Reading, also notes a number of factors that would lessen the impact of the general decline in the birth rate on demand for higher education.

The second important theme was the concern among university administrators about the state of their profession. A series of three seminars chaired by Mr Simon Thorne, another assistant registrar at Reading, considered the question "Towards a profession?".

The seminars were necessary because a substantial number of the participants rejected the move towards professionalism. One called it "whoring after false gods".

Mr R. M. Hargrave, registrar of Southampton University, however, had no doubt that university administrators were a profession. He said there was a strong case for an Institute of University Administrators with its own examinations.

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A cause for celebration was the appearance of the first issue of the association's new quarterly periodical, *Art History*, which will appear quarterly, published by Routledge and Kegan Paul. Single copies cost £5 and the annual subscription £12. Enquiries should be made to the Editor, John O'Hanlon, School of Fine Arts and Music, University of East Anglia, Norwich NR4 2J, England.

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"Now all too aware that anything

Technician engineering degree courses urged

by Robin McKie
Science Correspondent

The important role of technicians must be recognized by continuing to develop degree courses designed for their needs, Imperial College, London, has said in its evidence to the Finlayson Committee.

The college emphasises that these courses must be linked to the expertise of existing educational resources as too many professional engineers are being produced at present, and not enough technicians.

The distinction between the two groups has been blurred because of the large increase in numbers of graduate engineers and the decrease in numbers of holders of HND and UNC qualifications.

In its report, Imperial also backs the suggestion that engineering students should have broader courses, "so that they can move into other areas of engineering and science, and the prospects for the future".

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"Now all too aware that anything

Miss Slipman bows out with plea for change of style

by Peter Davlin

An admission that there had been political misjudgments in student union and a fierce attack on Mrs Thatcher's "inflammatory" remarks on racism were the centrepiece of Miss Sue Slipman's opening speech to the National Union of Students' conference in Blackpool this week.

The outgoing president told more than 1,000 student delegates and observers that the NUS could have to change its style and involve more ordinary students if it was to fight against the growing tide of racial prejudice.

"Mrs Thatcher's inflammatory remarks on limiting immigration have set the tone for a compromise on racism. It is frightening that a potential future political leader can set the ground for political compromise with the most backward element of the people," she said.

"Mrs Thatcher has helped to legitimize the forces that give fuel to racist attitudes and in doing so she has set a new threshold of political bankruptcy in dealing with the country's problems."

Miss Slipman also criticized the recent parliamentary select committee report on immigration. "The vision of politicians of all parties calmly accepting proposals which could lead to pass laws for black citizens is pure madness. No one with any sense that we are a multi-racial society could possibly put forward proposals which would deny the civil liberties of black people."

But racism could not be fought successfully by empty slogans. "The NUS would have to make a positive contribution and involve all its members if its views were to be taken seriously."

"We cannot make an impact on our society as a sterile oppositional force with nothing positive to offer. For years we have known what we were against but we have had no conception of what we were for. The sterility which existed in our movement had to be faced."

Miss Slipman admitted that there had been lapses in democracy in some student unions. "We had to publicly admit that where the quorum was not met, we had to call a new election in the case of the NUS, the quorum was not met."

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Miss Slipman—NUS must change to fight racism.

In the past year, however, the NUS had taken important steps towards more democratic involvement, she said. "It had set up a structure review body and settled the contentious issue of Jewish societies."

"Until we live with the reality that our union belongs to all its members we will not win the trust which is a prerequisite in raising the consciousness of people about the problems we all collectively face, nor can we genuinely thrash out the answers. We will still go on giving the sterile, preordained political line."

The NUS should take an active part in educational planning at Government level despite fears that by doing so it could compromise its independent status, Miss Slipman said. Students would also have to accept constraints on what unions could do with their publicly provided funds.

"No union has total freedom: it must act within the boundaries defined by the needs of its members. To serve the needs of our members NUS receives public funds. We get this money because of the services we give our members. Those services are based on their needs which are publicly recognized. If we act in that framework we keep faith with the membership whose needs we serve and with the public who recognize these needs as valid and legitimate."

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College registrars and administrators

Extend compulsory limit to 18 as school rolls fall—Briault

by Owen Surridge

Falling school rolls will offer a big opportunity to introduce compulsory education for 18-year-olds by the mid-1980s according to Professor Eric Briault.

The former chief education officer of the Inner London Education Authority called on education planners to seize this rare opportunity offered in a world where tight budgeting was the expected norm for the foreseeable future.

Professor Briault told a study conference organized by the Association of College Registrars and Administrators at Eastbourne last week that secondary schools would not feel the effect of the declining birth rate for another six or seven years, but planning should start now.

"The mid-1980s ought to be a period in which some form of continuing education for young people up to the age of 18 should be introduced. Never mind the cost of higher education. What about the forgotten 50 per cent of those who left school at 16? They should have the benefit of the contracting education industry," he said.

Professor Briault said she was not asking for compulsory full-time education. "We should think of part-time as much as full-time courses. This is what further education is about."

Deprecating the DES habit of talking about further education and higher education as separate entities, he said the two systems were

interlocked. "There is a vast amount of further education in further education and a lot of flexibility. Let us look at it as a continuum. Let us not have a sharp division between the two systems."

He urged planners to abandon their insistence on large institutions. "The continual agglomeration of yet more premises for the sake of size does no good. Indeed, it may harm the educational experience of those inside. Split sites may have been a temporary necessity. But let nobody say it was a good idea."

The multi-racial disciplinary argument for large institutions as an administrative convenience, "The real life inside is not multi-disciplinary. It does not matter a damn to the individual teacher," he said.

Warning that the merger of colleges of education with polytechnics was likely to prove disastrous, Professor Briault said: "We are going to retreat this. Primary school teachers are being prepared by subject specialists who do not know one end of a five-year-old from the other."

The DES was heavily criticized from the platform and the floor for the reason-long gestation period of its discussion document on higher education into the 1990s. Administrators said they had no little time to provide answers.

Mr J. H. Parant, planning officer at Sussex University, complained of a lack of urgency in producing departmental statistics. "The figures always appear in stately procession several years late." It was time the DES was more businesslike.

Higher Education Group

Intellectual criteria preferred to academic standards

by Judith Jindal

An attack on the concept of academic standards was made at the weekend by Professor Michael Swanson, of University College, Swansea. He said they embodied a mistaken view of the relationship between higher education and the world of affairs.

He preferred the idea of intellectual criteria which made it possible to judge more clearly the quality of education and to deal with problems and disciplines from those which concerned the academic.

Professor Swanson was speaking at a conference of the Higher Education Group at St Anne's College, Oxford, last week, sponsored jointly by the Christian Education Council and the Student Christian Movement.

He said the concept of academic standards had also caused problems between university departments, standards that the higher academic standards had been used in defence of the relative prestige of university departments and thus in the political arguments about the allocation of resources.

The defence put up by the older disciplines was self-interested rather than being based upon genuinely intellectual grounds. The new disciplines, when they were accepted, adopted the same tactics against academic newcomers.

In arguing in favour of studies connected with practical questions the practical man had his feelings like the academic. The man of affairs was likely to self-protect unconsciously.

Art historians

Crucial issue remains—'is it art?'

by Clive Ashwin

The need for a viable definition of art was emphasized last weekend in a paper by Dr T. J. Diffey, editor of the *British Journal of Aesthetics*, at the annual conference of the Association of Art Historians held at the University of Wales, Cardiff.

An Anglo-American philosophy of art in the twentieth century has grown nervous and nervous over those matters," he said. "It appears to be neurotically afraid of error, afraid of being caught in making a false statement and of seeming to be in league with the sort of people who greeted the advent of impressionism with philistine hostility."

"Now all too aware that anything

could be art and that judgment is fallible, the response of some art historians seems in effect to be refusal to explore the grounds of judgment at all, or to be altogether sceptical about such grounds. But if judgments are possible the point is not that there is always the possibility of rejection as well as of assent."

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Distance teaching leaders meet

A unique conference to be attended by the heads of 16 distance teaching institutions around the world will be held in Britain next week.

The gathering has been organized by Sir Walter Perry, vice-chancellor of the Open University, to discuss the need for closer collaboration between distance teaching institutions.

Heads of institutions from Israel, Pakistan, Venezuela, Canada and Australia will attend the conference in Cretan, Northamptonshire.

The Educational Institute of Scotland has claimed that the Government's prediction of a prospective decline in the number of 18-year-olds entering higher education had been incorrect. It says the system without incurring a significant increase in expenditure.

In its initial comments on the discussion document the institute found it strongly in favour of Model E which calls for major changes in the pattern and composition of the student body including a broader social class mix and expanded opportunities for mature students.

The EIS says: "So radical a policy calls not only for a major change in the Government, as the discussion document indicates, but also for a thorough renovation of the higher education system itself, including its admission requirements."

A review of higher education ought to take place in the context of a fact finding inquiry into tertiary education which the Institute had been pressing for in the past two years.

"The need for such an inquiry is becoming increasingly urgent. Its objects would be to identify the various needs to the whole of life post school education, determine priorities and consider how they can best be met and costed."

Recurrent education should be the guiding principle of the review. "There have been strong indications, of which the discussion paper is the latest, that the Government in common with other European governments is preparing to adopt the principles of recurrent education as the basis for its strategies."

It also said that the NUS would be holding a conference in London in the autumn to discuss the need for closer collaboration between student unions and the Government.

Fifteen agriculture awards created

The Department of Industry has created 15 new industrial scholarships in agricultural engineering at the National College of Agricultural Engineering for next academic year.

They will enable ambitious engineers and managers to undertake postgraduate training in the agricultural sector of the manufacturing industry. The scheme, expected to cost £30,000, will be administered by the Agricultural Research Council in cooperation with engineering manufacturers.

A place should also be reserved for programmes where there is a clear popular demand, judged in terms of relatively large audiences.

The government's discussion paper on higher education into the 1990s is based on a misreading of the population statistics, according to the National Union of Students.

In an initial response to the document the NUS agrees that there will be 200,000 fewer 18-year-olds by the early 1990s. But it says the DES projection of how many young people will participate in higher education is "superficial and misleading".

"This projection assumes an increased participation rate by 18-year-olds but is based on the age group as a whole. This conceals the different occupational groups. The professional and managerial classes, which represent a small proportion of the age group, still go to higher education, and the birth rate has remained relatively stable for this group."

A survey by the Office of Population, Census and Surveys has shown that between 1970-75 the birth rate fell by only 0.8 per cent in classes one and two and 6.6 per cent in classes three, four and five.

Furthermore, the NUS argues, the estimated participation rate could be inadequate to meet rising educational expectations among women, and the effect of comprehensive re-organization in encouraging demand among working-class groups.

The students reject the assumption, which they say is implicit in higher education must be a question of full-time places for British 18-year-olds. "We contend that the first question asked by the DES should have been: 'What can the Government do to extend oppor-

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(Charinco is a common investment fund supervised by an independent body of Trustees. It has been created under a scheme of the Charity Commissioners specifically to help charity trustees look after their fixed interest investments with the maximum efficiency and the minimum worry.)

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Mrs Williams addresses the conference.

Familiar worries in the Windy City

The style was different but the substance was similar. The annual conference of the American Association for Higher Education held in the 2,400 bed-rm Conrad Hilton hotel may have appeared a peculiarly transatlantic variety of speeches, workshops, seminars, and hospitality suites, but the issues were familiar. The keynote address by the AAHE president, Dr. William W. Wirtz, was a familiar one: the relevance of higher education to employment, the place of liberal education in a professionalized world—were all familiar. The annual conference was demographically similar to the one held in the States last year, with exactly the same mix of universities and colleges. There is also the same clash of opinion about its likely effect on enrollment. Some, the optimists, argue that with smaller families more Americans will be able to afford to send their children to college. Others, the pessimists, maintain that a decline in student numbers is inevitable because the participation rate in American higher education is already so high that no increase could conceivably compensate for the decline in the birthrate. The fear that lurks behind demographic decline is that universities and colleges will be forced to compete more fiercely for the available students. This debate resounded throughout the conference. The other dangers, expressed by several speakers, were that higher education will go into a permanent decline; that is, it will not be able to spread among the population as a whole. The danger of higher learning among the population as a whole is a familiar one. The word was used more than once to protect its supply of raw materials. Concern about the growing influence of state and federal governments in higher education was an undercurrent of the conference. It was expressed in the form of a question: must American academics like their British colleagues, dislike the expansion of traditional university and college autonomy, the majority also strongly support the public policy goals, like affirmative action to help

AAHE conference, Chicago Reach out to deprived and disadvantaged

A recurring theme in the conference was that of reaching out to the deprived and disadvantaged. Speaker after speaker stressed the need for higher education to reach out to disadvantaged groups in society—not simply for selfish reasons but to supplement a dwindling supply of 18-year-olds. Dr. Richard Haggart, chairman of the Advisory Council for Adult and Continuing Education and warden of Goldsmiths' College in London, said that universities, in the United States and in Britain, would have to think in a more flexible manner about their links with various groups in society and with age groups other than the 18-plus. Higher education was only part of the total educational and social provision needed to cope with structural unemployment, shorter working hours—and the demands for both retraining and general education which these would generate. But it was a vital part, both because of what it could provide directly and because it was at the apex of intellectual inquiry in both our societies. Continuing education was likely to be the greatest single growth point in education in the 1980s. Universities could have to look very much more closely at the development of part-time work, at what they could do for the home-based inner city students, and at credit transfers. There were risks with all these but they were much less than often assumed. Dr. Haggart said it was not enough simply to satisfy the present needs of those who were educationally underprivileged. "It is up to us to build in some positive discrimination so as to help more of the deprived to see what they are missing. It is wrong for us simply to accept what is called the 'wastefulness of the poor'." Universities and colleges need not fear competition for adult students from less traditional and less formal organizations. Dr. Patricia Cross, senior research psychologist at the Educational Testing Service, told the conference. She pointed out that all the research on the motives of adult learners showed that their enthusiasm for education was more self-motivated and more intense than that of the young. "Far from being alarmed over the 'competition' offered by other colleges, by non-educational organizations, and by the media, educators should welcome and

Debate on entry test methods urged

The most serious problem in American education today is the huge gap between educational institutions and the public over the controversial issues of testing and basic skills according to former United States Labour Secretary Willard Wirtz. So far the problem has centred on secondary education. In a major speech entitled "What shall we do about declining test scores?" Mr Wirtz, who is now chairman of the National Manpower Institute, urged higher education to become involved as a full party in the discussions. Only a handful of those who use declining scores as college entrance examinations in the selection of high schools recognize that the tests measure only a student's rapidly to meet the academic requirements of first-year college courses, he said. If entrance exams are used to judge the performance of secondary education—its frequency are—the assumption must be that first-year courses in a few elite colleges and universities represent an acceptable standard for determining what the public wants from its high schools, Mr Wirtz said. The public attitude reflected in the minimum competency tests for school leavers being set up by many states, and in the bills to establish a national test that has been tabled in congress, include three main convictions, he said: quantifiable standards are needed as a unit of comparison; a stricter system of credentialing is needed; and there should be a better way of determining how good a job the educational agencies are doing. The third is causing the most trouble. As Mr Wirtz put it, "Accountability has become a scary word in the meaning to the teaching profession—understandably and with good reason—for it is unquestionably the schools alone that the public at least appears intent on holding accountable." Quicker change against the concept of accountability, Mr Wirtz advised, was pointless. "The practical question is whether it is possible to accept and embrace the idea of accountability but to insist that its measures be made more reliable and that it be applied in this situation to measure the responsibility of the community at large, including the schools, instead of the schools alone." He said that the issue behind the testing controversy is the balance between elitism and egalitarianism in American education. Turning to methods of teaching the basics, Mr Wirtz emphasized the crucial importance of improving reading and writing skills. He suggested that every secondary school student should be assigned as homework every day the writing of "one paragraph about something or other for each of his teachers. Each paragraph would be marked first by a parent or home and then by the teacher, being returned with at least one sentence of written advice for the students.

Universities fear inroads by Federal bureaucracy

Washington's role in American university life is "unpleasant and intolerable," according to a consensus of academics and administrators. The view was relayed to the session on the Federal government's role by Professor Carl Kayser, research director of the commission investigating the issue under the auspices of the Alfred Sloan Foundation. Professor Kayser, an economist and former National Security Advisor to President Kennedy, spoke of concern that the universities' vital need for Federal money would bring at its wake bureaucracy and at end to the diversity on which healthy academic life depends. Dr. Jack Pellason, president of the American Council on Education, federal money, you have to accept accountability, which could mean the application of bureaucratic rules to scientific research where they were inappropriate. Conference speakers on the role of government saw a marriage as inevitable. It was fraught with difficulties, the partners needed to speak to each other. Dr. Francis Borkowski of Indiana University said: "rarely, if ever, has there been a greater need for communication between the campus and the Statehouse." On a tactical level, academics were controlled by Montana vote representatives to get in touch with candidates as soon as they were selected by the political parties and not to wait till after the election. The universities were involved with Federal government both as a patron and a regulator. In the words of Professor Kayser, it directly supports scientific research to the tune of about \$4 billion. It provides extensive financial support to

Academic pay survived budget cuts

Academic pay must keep in with general earnings if the quality of staff is not to decline. The conference was warned by Professor Howard Bowen, an economist and member of the AAHE Council, that universities would go elsewhere, if there would be problems of recruitment in the next 15 to 20 years. Colleges were complimented for having resisted cutting or freezing academic salaries. But to continue attracting well-trained people in the numbers needed—despite the fall in student numbers—there would have to be additional funds. Professor Bowen, former president of the University of Iowa and now Avery professor of economics at Claremont Graduate School, presented results of an inquiry into the cost of higher education which complemented the work of his published earlier this year on the benefits of higher education. Despite their weak market position, academics were still paid surprisingly well, he said. In a profession with many more aspirants than jobs, this was "remarkable." Since 1960, the fall in student numbers since 1960, the general level of pay for full-time academics had nearly been sustained during years of high inflation. Universities had cut many other parts of their budgets before touching academic salaries.

The salaries paid to staff with 11 and 12 month contracts was still "relatively good." Top professors were paid themselves favourably with second level managers in business and professions such as engineers. Academics with nine and 10 month contracts, however, were clearly underpaid in comparison. Academic administrators, too, were paid at much lower rates than people doing similar work in business. Non-academic staff were paid up to 10 per cent less than people outside the universities doing parallel work. Professor Bowen emphasized that his comments presupposed that high level of non-monetary compensation academics depended. Three months of academics on "full" 11 and 12 month contracts had some form of private earnings—from consulting or part time work. Such outside income constituted at least 10 per cent of academics' base salaries. Professor Bowen refused to be gloomy about the numbers of students entering higher education in years. Even the most pessimistic would not obviate the need to recruit a large number of new academics. At least one third of the profession would need to be "replaced" in the next 20 years assuming a retiring age of 65.

Chicago chided for failure to back equal rights move

If one issue dominated the conference it was the women's issue, and in particular the pending ratification of the Equal Rights Amendment (ERA) to the Constitution. Illinois is one of the states which has not yet ratified the amendment, and more than one speaker questioned whether the conference should be taking place in Chicago. From Miss Ellen Goodman, the opening speaker, through to the activists, participants announced they had been reluctant to attend a conference in a "non-ERA state." The session, especially devoted to the ERA, was a hot one. Professor Ann L. Haiman, former head of the American Association of University Women, had a special responsibility to lead on the issue. Positions were circulated in an effort to put pressure on the Illinois state government to change the future of the conference even if it involved financial loss. Most participants thought the loss of over \$250,000 by the state of Illinois might justify the move if the Illinois representatives whose votes were needed if the state is to ratify the ERA. Despite lack of progress in the conference session on women's studies, an optimistic note. Professor Florence Howe of the State University of New York spoke of women's studies as "the educational arm of the women's movement" and of the importance of the syllabus in history, literature and the social sciences to take account of women's place in the world. The recently published "general curriculum" from Harvard University setting out a pattern of liberal education was dismissed as "a grab bag of old ideas dressed in Harvard's 1978 thrift shop clothing." She predicted there would be a

Help the handicapped

A deaf biologist, Dr. John Gavin, called for access to universities by the physically handicapped. There was no need to alter intellectual standards, he said, to alter intellectual standards. Two projects were mentioned that could provide a younger handicapped student with the information needed to emulate Dr. Gavin, who totally deaf. One, run by the AAHE itself, Project Nexus, collects information about opportunities and facilities for the handicapped. The student mood of the late 1970s is one of "paralyzing ambivalence," according to Miss Ellen Goodman, who writes for Newsweek. She urged academics to educate their students in the hard business of making choices and decisions.

The building blocks of liberal arts

What are the characteristics of a liberally educated person? How would you determine whether an individual is liberally educated? Could visitors to earth from outer space be liberally educated? In our terms? These questions are the ones we should be asking if we want to define a liberal education, said Professor Paul Dressel of Michigan State University. Yet instead of this "direct attack" approach, focusing on outcomes, most American educators who attempt a definition do so by emphasizing curricular content. Professor Dressel, who is currently reviewing the past 20 years of liberal education in 19 colleges, said many definitions of liberal education could be boiled down to a "pluralist series of cultural experiences in the liberal arts." He finds that "an alumnus-like definition" is first because the experiences of the liberal arts (comprehending, understanding, appreciating, and valuing) are what the liberal arts are anyway. Instead of trying to define a range of the various liberal arts that might yield a liberal education, Professor Dressel proposed a list of characteristics of the liberally educated person: knowing how to acquire and use knowledge; mastering the skills of communication; knowing one's own values and respecting those of others; cooperating with others in research and teaching problems; concern about contemporary events; and use of accumulated knowledge and insights to fulfill obligations as a citizen. To produce these outcomes, Professor Dressel argued, requires use of the departmental disciplinary organization and curriculum structure of the bachelor's degree and the use of the university's resources to introduce them. As a result Harvard has a diverse student intake that needs a common core curriculum. He saw "two great dangers" in the introduction of the new curriculum. First was the "preliterate" faculty reaction: "Where is my subject?" everyone asks. Second came the "somebody disappointing" students' reaction: "You do not trust me to make my own choice." Harvard's March 14 faculty meeting, the first chance for public discussion of the new curriculum, was, he said, an entirely predictable "Tower of Babel," with everyone putting forward his own point of view. Still, he added, quoting Churchill, "Jaw, jaw, jaw is better than war, war, war." Answering questions later, Dr. Rosovsky said the core proposals had their origins in the dissatisfaction many people at Harvard felt with the university's "Chinese menu-style" undergraduate programme, from which many graduates emerged "with the oddest kinds of education." What worried me was that many of our students go on to some form of postgraduate education. I was concerned with lawyers, businessmen, doctors, having very little background in common. Student advisers were not guiding undergraduates to the best combinations of dishes on the menu. "I have never seen any big university with a good student advisory system," he commented.

Bakke racism 'spreads like wildfire'

The most frightening message of the Bakke case is that "a new racism is sweeping through the nation like wildfire," given new legitimacy by Bakke's supporters, Dr. Walter Leonard told a session at the conference. Dr. Leonard, black president of Risk University in Tennessee, said the new "Bakke racism" was being propagated by "people who had well respected positions in academia, among others. They were telling the country and indeed the world that the demands of minority groups were threatening the United States academic standards." The Bakke racism says to the unthinking white male that he is losing out in the country's minority groups," Dr. Leonard said. "Any thinking white male ought to be able to look around and see that the person who is competing with him is his sister, his mother, his aunt, his daughter... and other white women." Studies have shown the new racist's contention that white people lose their jobs to minorities is almost entirely untrue, he contended. For instance, if American medical schools had no black students at all, they would be able to take only 7 per cent more white applicants.

The fourteenth amendment to the Constitution guaranteed equal rights. Now it was being used by Dr. Leonard's Bakke racists as a weapon against affirmative action programmes of the sort that gave a minority candidate a place at one of the University of California's medical schools at the expense, illegally, of Allan Bakke. But Dr. Leonard argued that the fourteenth amendment is not a weapon against affirmative action. It is a guarantee of "colour blind." From the beginning, he said, it was used to give coloured people preferential treatment to make up for past injustices. Initially Congress used its authority to set up a freedom bureau to give special help to blacks. The next speaker, Dr. Winnet Manning of the Educational Testing Service (ETS), addressed some of the questions in the Bakke case that "have been overshadowed by the agonizing issues of racial justice and equality opportunity." Otto is the problem of what he called "soft jobs": the use of university admissions criteria that cannot be quantified in terms of test scores and academic grades, but are still capable of reliable assessment—for example, interviews, personal recommendations, records of non-academic experience and outstanding accomplishments. Dr. Manning is senior vice-president for research at ETS and prepared a paper for the Carnegie Council on the Bakke case in which he argued that candidates' racial backgrounds should be a factor in university admissions policies. He told the meeting that there was a serious danger that the Bakke experience would lead academics to abandon the use of such "soft data" and rely solely on grades and test scores. A mechanistic policy of this sort would severely damage educational institutions.

Medievalists urged to sell skills to business world

The skills acquired in studying medieval literature or the postgraduate level can be useful for business, a session devoted to the problems of humanities postgraduates was told. Dr. Dorothy Harrison, an official of the State Government of New York, reported private firms saying their doctorate in literature or history was not entirely useless for their purposes. It often encouraged critical thinking, perseverance and mental discipline. She described a project financed largely by a grant from the Prudential Insurance Company of America, on the job destinations of humanities PhDs. Around 1,800 had been studied and the recruitment of a small number by large corporations had been intensively monitored.

Dr. Harrison's starting point was the lack of awareness of "sellability" of graduates themselves in our society. They have these general skills. Let us open our minds to new possibilities. The necessity of encouraging humanities postgraduates to look outside the traditional avenues of teaching and academic work was underscored by a historian colleague of Dr. Harrison on the job project, Professor Ernest May of Harvard. He painted a gloomy picture of job prospects in the years to come. He concluded that despite the manifest "uselessness" of their degrees there would always be an over-supply of PhD candidates in such subjects as history, philosophy and literature. Undergraduate interest in the area had declined, however, he noted.

Mrs Williams's double dose

Mrs Williams took an optimistic view of British universities' chances of offsetting the coming slump in college age population by bringing a new group of students into the system. The Secretary of State for Education and Science emphasized that the non-traditional students would have to be drawn in by deliberate educational planning, in particular the creation of links between the universities and the continuing education system. One or two new evening courses would have to be brought to the universities' attention to bring people to the universities' attention to the requirements enshrined in the Robbins principle. The traditionally central role of academic staff as teachers in British universities will be crucial for their expansion into new areas, she said, since—still largely neglected—will need to be developed. Mrs Williams stressed that the way for universities to widen their intakes to encompass more adult

Ambivalent class of '78

The student mood of the late 1970s is one of "paralyzing ambivalence," according to Miss Ellen Goodman, who writes for Newsweek. She urged academics to educate their students in the hard business of making choices and decisions.

The mushrooming of Australian higher education is over. Robert Milliken talks to Professor Peter Karmel about the no-growth future

Too many students, too few jobs—Antipodean version of an old story

MELBOURNE This year 161,000 students have enrolled in Australian universities, and if the economic slump goes on, forecasts there will be few job rewards for many of them at the end.

For the first time in 20 years, enrolments have been pegged at the previous year's level. The brakes have been applied to the inexorable growth in Australian tertiary education because it was leading the system into an untenable situation: too many students, too many institutions and no end to the prospect of too few jobs.

For the foreseeable future intake in Australia's 19 universities and 84 colleges of advanced education will not be allowed to grow beyond those in 1977; the only expansion will be in technical colleges, planned at 7 per cent a year for the time being. The total tertiary education budget will be the same as last year—A\$1,200m (766m).

The conservative Liberal Government in Canberra has accepted this no-growth policy on the advice of the Tertiary Education Commission, the body which recommends how the education budget should be carved up.

Its chairman, Professor Peter Karmel, sees no end to the no-growth period. It could go on until the end of the century.

Some weeks ago, in an address to the staff association of Australian Colleges of Advanced Education, he summed up the consequences as he saw them, of the wind-down of growth.

● The recruitment rate of academic staff over the next 10 years will be very low, as will staff turnover.

● Consequently, opportunities for young men and women to enter the academic world will be severely limited; opportunities for promotion will be fewer, and the total effect will be towards conservatism among staff and a reduction in the chances to do new things.

● Since about 85 per cent of a university's budget goes on wages and salaries, static budgets from now on will mean the quality of libraries and research programmes is likely to be threatened.

● One reason for a drop in tertiary enrolments is that students are finding their career expectations are being fulfilled, and this appears to have reduced their

desire to lengthen their full-time education. Certainly there have been increases in accepting the new regime. Academics are being forced to tighten their belts in an uncharacteristic way, and state and federal governments are being forced to face the results of the rapid growth in the 1950s and 1960s when the production of degrees was regarded as the great panacea to all social ills.

No one more than Professor Karmel has had such a consistent influence in Australian post-war education. He was a central figure in any of the key inquiries of the time—the Macintyre committee, whose report led to the establishment of a second tier of degree-granting institutions, the colleges of advanced education, and the inquiry which set up one of the Whitlam Labour government's proudest creations, the Schools Commission.

When the present federal government last year acted on the Whitlam administration's plan to merge the university commission and the advanced education commission into a single, more streamlined body, the Tertiary Education Commission, Professor Karmel, at 55, was appointed chairman.

He is not an elitist who thinks that universities should be reserved for the select few. He would probably admit privately that he remains committed to a philosophy of giving everyone with ability the chance to get a degree in their chosen field. So he is not happy about the squeeze his commission has been forced to conduct.

Yet the figures tell a worrying picture to anyone concerned about future employment for graduates. Already 250,000 people hold degrees in Australia, at 1.78 per cent of the population. The present output of which is about 30,000 a year, means another one million people holding degrees at 1.5 per cent of the current workforce—a proportion, higher than in the United Kingdom, but considerably lower than in the United States.

Professor Karmel was asked about the staff situation in universities: was he implying that the universities were in danger of becoming straitjackets?

"In the next few years staff who leave Australian universities through retirement will be about 61,000 out of a total of 12,000," he said. "I feel intuitively that this is in a favourable situation."

"Some of the bright young people not getting academic jobs may be certainly more creative than the people in their jobs who have jobs and were recruited in the 1950s."

One change he believes, should be a severe cut in the proportion of academic staff on tenure, at present about 75 per cent (all jobs above lectures). This may mean some academics who have carved their own cushioned mini-tenure, that no more than 50 per cent of staff jobs on tenure, with the rest offered on fixed-term contracts, would give greater flexibility to universities during the hard times ahead.

There is no illusion about the way community support for education has fallen in the past five years. He says: "There is a great feeling around that a lot of money has been poured into education, and that we are still financing our people who illiterate and illiterate. We are turning out more simply than ever before."

Professor Karmel does not claim to have any ready answers, but he wants to see more students going to university later in life. A few years, already the proportion of older students, aged 23 and over, at Australian universities is 40 per cent and rising, and he believes this can only help students, where their futures lie.

Professor Karmel is not someone who takes traditional notions of what tertiary education should be. This is an old thing, for he will not doubt be instrumental in bringing the profound structural changes Australian tertiary education has been forced to undergo in the next few years—and for that job, he will need a very open mind.

South Africa

Tougher restrictions on 'undesirable' books

from Martin Feinstein

CAPR TOWN

New tighter restrictions on access to "banned" books at university libraries have been imposed by the South African Government censorship watchdog, the Directorate of Publications, over 500 titles including periodicals, newspapers and basic textbooks—most of which are banned for political reasons. Under South Africa's main censorship law, the Publications Act of 1974, a wide range of "undesirable" publications are banned for possession or distribution. Their use is limited in the past to ban libraries with university permission, but is now further restricted to the individual permission from the Directorate.

Until this year, libraries were granted a blanket exemption enabling them to hold all banned books. This has now been withdrawn by a Directorate circular which called on universities to reply to a permit to hold each individual title. The circular also tightens the procedure for students and academics to use books banned for possession. Individual written applications to the Directorate, with reasons why only one copy should be held, must now be submitted before permission is granted.

Libraries must also keep a full register of their inventory. There is also a total ban on the use of banned books for research by the Minister of Justice, Mr. J. T. Kruger, in October 1978. Among these are the African Communist, the Guardian, Advance, New Age, Fighting Talk, Pro Tem, and the black newspaper, The World and Beyond. All are banned for possession under the Internal Security Act.

At a recent meeting of the Professional Advice Committee of the Publications Act, which is looking at the ban on possession of banned books, officials of the Directorate could give no definitive answer regarding the position of publications of banned organisations. These include the South African Students' Movement, the National Students' Federation, the People of South Africa, and the South African Students' Representative Council.

While the Internal Security Act does not automatically prohibit such publications, it says they may not be disseminated—clearly preventing

libraries from making them available to researchers.

There is widespread concern among university staff and students that the law could ban thousands of books, including those edited by the Minister of Education, Mr. B. J. Vorster, and those by the Minister of Health, Mr. F. P. van der Stoep.

The Department of Justice admitted that it would be impossible to list all the books which may not be used for academic purposes in the internal security act. The South African Library Association estimates that 90 per cent of the banned titles are "of a political nature", and many of these books will suffer.

At Rhodes University, a new multi-disciplinary course on English in Africa is being developed by Professor Ericel Capricornius, Second Vice-Chancellor, and the Vice-Chancellor, The Vice-Chancellor.

A lecturer, whose specialism is black journalism in the 1950s, is being recruited, said: "It seems to me that a situation is being created where every effort is being made by the authorities to keep the books out of the hands of the students. It is a full-time job to keep the books out of the hands of the students."

Earlier we shall have to look at the books the students never see. We shall have to look at the books the students never see. We shall have to look at the books the students never see.

The chairman of the Committee of University Principals, Dr. R. D. Hendrickson, said that the restrictions would present libraries with practical difficulties. "This is a prima facie tightening of the law, which is in the hands of the Minister of Justice, and we are in a position to take action to take."

The president of the South African Students' Movement (SASAM), Mr. A. J. van der Merwe, said the restrictions must be seen in the light of the government's clampdown on fundamental human freedoms, as shown in the banning of the World.

He said: "The extension of these censorship laws into the universities is a clear attempt to suppress and force."

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Don's diary

Monday

Rush into the departmental office and check my post tray. No letter from Bangkok following up interest expressed in my running a staff development course for a university. No letter from Nigeria where I am hoping to start next week. I am hoping to start next week. I am hoping to start next week.

Monday is the part-time MSc day. The course tutor is a flight ship. The course tutor is a flight ship. The course tutor is a flight ship.

During the afternoon I manage to negotiate, with a colleague from our department, a temporary swap of his video camera, recorder and monitor for my "stump" type equipment. I am to collect the video equipment on Wednesday.

In the evening I go to an evening class where I am learning to play the trumpet. My sprained ankle is almost better. This was obtained from the previous week's trumpet lesson. I am to collect the video equipment on Wednesday.

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Tuesday

No letters from Bangkok or Nigeria. Spend the first half of the morning on a management study with a group of students. Spend the second half of the morning with a colleague planning the forthcoming weekend in the youth service. At last we seem to be making some progress and I begin to think we could actually run the course. The organizer of the weekend course arrives for lunch, which we try to eat in the refectory.

The three of us then go off in his car to visit the Mungie Grange Conference Centre, where the course will be run. I like to inspect the facilities before running a course but it is even more important in this case as we will be using the physical environment of the rooms in our teaching. It is part of the hidden curriculum. The lecturing rooms are perfect with plenty of variety and include comfortable carpeted lounges, a modern floored conference room and a marvellous built-in building across the yard.

We return to the polytechnic. I tutor some students and try to contact the physiotherapist so that she can take the Flaxaplast bandage off my professionally applied plaster and my six-year-old daughter helps to take off the bandage. I now have one bold ankle. Have a hurried meal in order to get back for staff meeting at 7 pm. Do not seem to have time to practise the trumpet.

The 7 pm staff meeting was arranged by colleague who obviously used to night work. It seems to be only time in a two-week period when we were all free. I am particularly interested in my item on the agenda, the title of which I ended up as far as the half the class contact hours that I actually do. It is bad enough not getting paid for overtime, let alone credit for it.

Wednesday

At 9 am I have another three hour session with the full-time MSc group. The session is on "The

Identification of Alternatives". I can not think what else to do other than a session on creativity that I have previously done elsewhere. Luckily I have all the notes and they seem suitable. The session seems to go well. Maybe the sympathy from the sprained ankle has carried over from last week. Anyway I jump once or twice just in case. During the two week I check my post. Nothing from Bangkok or Nigeria. I suppose the yellow fever injection will be useful for my trip to Bamsey next Monday.

Immediately after lunch I have a tutorial in which a student and I consider the discovery of the universal law of gravitation. It seems to come out of his assignment on introducing change and my ideas about expectancy theory in motivation—in particular being motivated to climb difficult mountains by gradually increasing the difficulties of the mountain itself. We decide that together we can conquer the academic world with this new theory. However, we think we will have to do it gradually. Spend the next part of the afternoon planning the weekend course and writing handouts for it. Suddenly remember tomorrow's session on selection and realize that I need a candidate for the interview.

Technically telephone around and finally find someone who is willing and available. Then remember the equipment will not find it. The equipment will not find it. The equipment will not find it.

The chairman of the Committee of University Principals, Dr. R. D. Hendrickson, said that the restrictions would present libraries with practical difficulties. "This is a prima facie tightening of the law, which is in the hands of the Minister of Justice, and we are in a position to take action to take."

Thursday

This starts with a two-hour session on selection with the full-time diploma courses. It goes reasonably well considering my video equipment, the late date at which the candidate was acquired and the fact that I am becoming exhausted. After the session I find a letter from my student in Nigeria. It seems that the government has indefinitely closed all polytechnics and colleges of technology in the country. There is no letter from the Principal of his College. Maybe there will be a letter from Bangkok tomorrow. Today the second year part-time diploma students have come in for a meeting which seems to be over already. The rest of the day seems to be taken up with assignment and project tutorials and I suddenly remember how tired I am, but the course is just coming to a successful conclusion. We lost up the car and I arrive home at about half-past five. I sit on a chair and wonder if I should catch a train or if I should catch a bus. Decide instead to investigate at a later date a Taoist approach to learning to play the trumpet.

My wife reminds me that we have a trumpet, but it is not in the house. I go to my trumpet out, put it in my lips and the bell rings.

Friday

Getting up seems impossible. I manage to get into work by about mid-morning. No letter from Bangkok. At least that is something to look forward to for next week. Start collecting together all the exercises, handouts and other materials needed for the weekend course.

Saturday

Up early, load the car, collect colleague and arrive at conference centre at 9 o'clock. Had decided against bringing the trumpet. The sessions on the hidden curriculum and the curriculum of the curriculum seem to go well. They seem to enjoy the exercises and learn a lot from them. We finish up the day looking at the physical environment and they have to rearrange the conference room several times in order to suit very different feelings. I am amazed to find that a room can be made to look in such a short space of time. It's 9 o'clock in the evening and the formal curriculum comes to a successful end.

The 30 course members now take over and organize a trip to the Mungie Welfare Club in the village. It's a surprisingly good night out including dancing in a pub. Everyone seems able to let themselves go. I wonder if I should have brought the trumpet. However, I have in mind to do with playing the William Tell Overture on a trumpet. That seems to go down even better than the lecture sessions. Eventually the Mungie Welfare Club closes its doors with us on the outside.

I think I have found the solution. I find out that my colleague's colleague has taken it away on a residential

Great debate based on wrong decade

from James Porter

"Well, I've been here 10 years and I look like being here another 20—that's if we continue to get the students."

Such comments are typical of those made by a large number of tutors appointed in the late 1960s. The question is, should we be encouraged or depressed by their prediction? Managers of the higher education system generally take a pessimistic view of the "steady state" model, arguing that it produces a situation in which it is much more difficult to make changes and to innovate. Others, with mounting dismay, point to the prospect of young students being taught predominantly by staff in their fifties and sixties.

However, it must be admitted that much of the national debate about higher education, as well as the personal and individual perceptions of those involved, is based on a very typical decade of the 1960s rather than the previous reality of development in higher education. Kingsley Martin, referring to the director of the London School of Economics during a period of expansion, said he ruled over an empire in which the concrete never set.

The Imperialism of higher education was always threatened by the limitation of resources and has now been defeated by a combination of demographic factors which lie beyond the control of even the most gifted pedagogues. The previous 100 years showed a much more steady relationship between higher education and social and economic realities. It seems fair to assume that the rest of this century will return to that mainstream of development.

Thus, we shall see relatively small numbers of staff joining higher education institutions and institutions of higher education will have to make do with much longer periods of experience. Perspectives of individual members of staff entering colleges during the halcyon days of the 1960s and some who have been in the system since the 1920s may feel a sense of displacement that the rules of the game may seem to have changed. It can be argued, however, that the new situation does provide grounds for optimism and, indeed, could lead to a much more effective higher education system than the one we currently offer to students.

One should seriously question the view that major and fundamental changes in higher education can only arise during periods of expansion and rapid staff turnover. In fact, one of the messages of the late 1960s and early 1970s seems to be that new and inexperienced staff often proposed innovations which were more radical than the more conservative past, often moved on to other institutions and left the old pattern to be re-established.

The new situation, where staff see their long-term personal and professional future entangled with the institution, is one which should provide a basis for greater planning in depth as well as the necessity to "stay with the innovation" in a way that was not required in more expansive days. However, it would be most inappropriate for institutions to attempt to go back to the limited objectives and simplified management styles characteristic of the pre-Robbins era.

In particular, it would be a great pity if the country lost the opportunity to refine and extend the potential offered by the new institutions in the public sector, where many colleges are still striving to establish their identity. The pressure on universities to reassess what they offer to students is less acute than on the polytechnics and the colleges of higher education.

Thus, while major changes are unlikely in the university sector, the fact that the newer institutions are less well defined and have in them the challenge of attracting students suggests that much of the new thinking and innovation is likely to take place within the public sector. Different kinds of students will have to be attracted both in relation to a new definition of the content of higher education and in respect of new styles of teaching and learning.

This is not the place for a detailed description of the challenges that might encourage a new responsiveness, but, among the most important, are a long-term, comprehensive policy of staff development, much more flexibility in the definition of the role of academic colleagues and, finally, a more genuine and detailed involvement of students and "significant others" in academic and professional planning and evaluation. All staff should be required to go through regular periods of in-service education and training to update knowledge and expertise, develop new approaches to teaching, and qualify in new areas required by the college.

The rule definition of different types of lecturer in the public sector is often far too rigid, particularly when related to conditions of service as laid down by the Burnham Report. One result of ensoulment of the categories. However, the intervention of rules within the college should be seen as normal rather than exceptional.

While the Burnham Report has tended to intensify a system of well defined appointments, it is still open to the colleges to provide new opportunities through election and nomination. The tendency for the salary differentials in narrow bands reinforced by the tax system should make it more natural in respect of colleagues to work in a number of different fields and for a large number of years in a range of administrative and teaching responsibilities.

Exchange with tutors in other parts of the world should be seen as a normal stage in professional life. Finally, although in some colleges the proportion of students on the major academic decision-making body is relatively high, there is still little effective involvement of students and virtually no involvement of those who provide students and receive them into employment.

A development committee should be seen as one of the most important groupings in any college, and it should certainly contain a number of students, school teachers and employers. It should have a major function in ensuring that, in spite of the relatively unchanging nature of the academy staff, the constantly changing population of students and the involvement of the special interest groups relating to the college should bring significant influence to bear upon the college's development.

The image of the recent past during the years of expansion and expectation has been of bright new institutions reshaping the whole of higher education. However, as Paul Elward once said, "There is another world, but it is this one." The optimism with which one can approach with next decade is predated by the assumption that colleges, whatever their age or position, can themselves benefit from the educational processes which they offer to students. Genuine progress may in the end have more to do with consistent attention to certain fundamental questions than the apparently more exciting forays to the wilder shores of innovation.

LINGUISTICS

Just published

Current Issues in Linguistic Theory, Roger Cole (ed).

£12.50

Chomsky, Fisiore, Chomsky et al.

HARVESTER PRESS

The author is senior lecturer in education management at Sheffield City Polytechnic.

In particular, it would be a great pity if the country lost the opportunity to refine and extend the potential offered by the new institutions in the public sector, where many colleges are still striving to establish their identity. The pressure on universities to reassess what they offer to students is less acute than on the polytechnics and the colleges of higher education.

Thus, while major changes are unlikely in the university sector, the fact that the newer institutions are less well defined and have in them the challenge of attracting students suggests that much of the new thinking and innovation is likely to take place within the public sector. Different kinds of students will have to be attracted both in relation to a new definition of the content of higher education and in respect of new styles of teaching and learning.

This is not the place for a detailed description of the challenges that might encourage a new responsiveness, but, among the most important, are a long-term, comprehensive policy of staff development, much more flexibility in the definition of the role of academic colleagues and, finally, a more genuine and detailed involvement of students and "significant others" in academic and professional planning and evaluation. All staff should be required to go through regular periods of in-service education and training to update knowledge and expertise, develop new approaches to teaching, and qualify in new areas required by the college.

The rule definition of different types of lecturer in the public sector is often far too rigid, particularly when related to conditions of service as laid down by the Burnham Report. One result of ensoulment of the categories. However, the intervention of rules within the college should be seen as normal rather than exceptional.

While the Burnham Report has tended to intensify a system of well defined appointments, it is still open to the colleges to provide new opportunities through election and nomination. The tendency for the salary differentials in narrow bands reinforced by the tax system should make it more natural in respect of colleagues to work in a number of different fields and for a large number of years in a range of administrative and teaching responsibilities.

Exchange with tutors in other parts of the world should be seen as a normal stage in professional life. Finally, although in some colleges the proportion of students on the major academic decision-making body is relatively high, there is still little effective involvement of students and virtually no involvement of those who provide students and receive them into employment.

A development committee should be seen as one of the most important groupings in any college, and it should certainly contain a number of students, school teachers and employers. It should have a major function in ensuring that, in spite of the relatively unchanging nature of the academy staff, the constantly changing population of students and the involvement of the special interest groups relating to the college should bring significant influence to bear upon the college's development.

The image of the recent past during the years of expansion and expectation has been of bright new institutions reshaping the whole of higher education. However, as Paul Elward once said, "There is another world, but it is this one." The optimism with which one can approach with next decade is predated by the assumption that colleges, whatever their age or position, can themselves benefit from the educational processes which they offer to students. Genuine progress may in the end have more to do with consistent attention to certain fundamental questions than the apparently more exciting forays to the wilder shores of innovation.

Thus, we shall see relatively small numbers of staff joining higher education institutions and institutions of higher education will have to make do with much longer periods of experience. Perspectives of individual members of staff entering colleges during the halcyon days of the 1960s and some who have been in the system since the 1920s may feel a sense of displacement that the rules of the game may seem to have changed. It can be argued, however, that the new situation does provide grounds for optimism and, indeed, could lead to a much more effective higher education system than the one we currently offer to students.

One should seriously question the view that major and fundamental changes in higher education can only arise during periods of expansion and rapid staff turnover. In fact, one of the messages of the late 1960s and early 1970s seems to be that new and inexperienced staff often proposed innovations which were more radical than the more conservative past, often moved on to other institutions and left the old pattern to be re-established.

The new situation, where staff see their long-term personal and professional future entangled with the institution, is one which should provide a basis for greater planning in depth as well as the necessity to "stay with the innovation" in a way that was not required in more expansive days. However, it would be most inappropriate for institutions to attempt to go back to the limited objectives and simplified management styles characteristic of the pre-Robbins era.

In particular, it would be a great pity if the country lost the opportunity to refine and extend the potential offered by the new institutions in the public sector, where many colleges are still striving to establish their identity. The pressure on universities to reassess what they offer to students is less acute than on the polytechnics and the colleges of higher education.

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Television cuts loose from umbilical cables

In the first of a series on broadcasting in the 1980s, John Miller of the Open University looks at what sort of technological developments we can expect.

Critical studies of television usually devote their attention to the content of programmes, concentrating their fire on the alleged bias in news coverage, excessive violence in both fact and fiction, pervasive sexual mores, and other well-known themes.

Meanwhile the general public has lost its early wonder at the miracle of television, and takes it for granted that President Sadat's speech in the Knesset will be brought live by satellite from Jerusalem to their screens, and that if we do not actually overstep on the White House overstep of Watergate we can watch a near-perfect recreation by Jason Robards, or rest assured that Richard Nixon will be induced to impart his version of the story to the watching millions for a large enough sum.

For those of us who are television practitioners, the medium can never be taken for granted. The speed of change and development is accelerating, and we are on the brink not only of transforming the way in which existing programmes are brought to the viewer, but of being able to televise events that were previously beyond us.

The signs of this latter development are already beginning to show. I became very aware when I was filming ABC's television coverage of the 1976 Republican Convention that it had only been made possible by the development of the new wide-aperture Distugli film lenses. These lenses meant that I could shoot film under very low levels of ambient light without setting up the usual battery of television lights blazing in people's faces.

Indeed, ABC's executive producer in Kansas City, Robert Siegenthaler, told me afterwards that his own film department had tried to make a similar documentary at the 1972 conventions, but because they used lights he threw them out after half a day, saying he could not do his job under those conditions; whereas, although we had long nomination rights for four hours on television, we were present and even asked the following morning if we had really been filming the night before.



President Sadat wipes his brow under the hot television lights in the Israeli Knesset. Yet it is already possible to shoot film under low levels of ambient light without a battery of lights.

I was immensely impressed in Kansas City by the American's technical wizardry; they have gone further down a road we are about to travel in this country. The three big commercial networks have all gone over to news-gathering by electronic cameras that are much smaller than the cameras used in studios, and offer more immediate coverage than film cameras which have to lay their stock processed. BBC News is already experimenting with an Electronic News Gathering (ENG) unit, and by the time we reach the 1980s it is hoped that there will be union agreement to its widespread use.

The desire to use electronic cameras on location is not confined to news, and the drama department has been pioneering an increasing use of Outside Broadcast (OB) units to record plays on location rather than in the studio with film inserts for exterior sequences. The recent *Major of Casterbridge* was the first classic serial to be shot electronically entirely on location, which added immeasurably to its atmosphere.

It was very instructive in 1977 to compare the re-instatement of the 1953 coronation, shot by a few state-of-the-art cameras largely in long-shot, with Anthony Cronin's rationally stunning coverage of the Queen's Jubilee service in St Paul's, from the overhead shot high in the dome to the hand-held shots of the Queen's walk through the crowds in the Guildhall afterwards. The pace of change is now so fast that a qualitative jump like that from 1953 to 1977 will probably be exceeded by the end of the 1980s. The advent of video cameras means we can cut down from these cumbersome umbilical cables that so restrict movement at present, by the next stage the camera could

also much more flexible than video-tape sound dubbing, but there are many more to improve this.

By the end of the 1980s producers have to have the technical freedom to choose tape or film, to match the way in which they wish to treat their subject matter, in the same way that an artist chooses oils, water colours, or a spray-gun.

Much greater flexibility in editing is nearly within reach. One of the major problems at present is that electronic editing of the existing 2-inch wide analogue tape degrades the picture quality in each successive copy, but the research engineers have come up with a new kind of videotape—digital tape—that will retain the same picture quality whether it is second generation or thirty-first.

The Post Office has just announced its market trials will begin this June, and it will be possible to dial a computer and call up a page of information on the TV screen. The initial 100,000 pages of information will increase to around 800,000 pages stored by 1979, and the eventual capacity in the computer will run in millions of pages. The present cost of an hour of television is around £700, but should fall to between £50 and £100 extra on a conventional colour set.

The potentialities for the Open University are clear and exciting. It will become possible to use our programmes in set the student following tasks by Vlemlua. The student will be able to prepare his own case-material based on the programme for the cost of a local call.

By 1985 it is likely that all television sets will have space for an optional plug-in Videodata converter for a small extra cost, so providing the student has a television as well as a television set, access becomes unlimited as well as relatively cheap. For distance learning this promises to be a huge step forward.

We hear a lot of hiccups about multi-media teaching systems, in the 1980s we should be able to make that ideal a reality from both sides of the learning equation. The producer will be able to offer more, and the consumer will be able to fulfil his experience demand more from both parties, but the prospect is exciting and, if used skilfully, should be immensely rewarding.

John Miller

The author is senior producer in the education faculty of the Open University.

The computer that teaches languages

The majority of language teaching now comes within the technology apart from the traditional slide and overhead projector with the one major exception—the language laboratory.

The very notion that a computer can assist in the learning of a modern language is still a novelty to many, but it is being thrust upon us by the rapid development of the micro-processor.

For some years now, the computer has been used in the Great Britain and Ireland, and science, and has been used in the teaching of languages. It has been used in the teaching of languages, and has been used in the teaching of languages.

This section, the German section, is still in the process of being developed, and is still in the process of being developed.

Dr Tolley to chair IE unit

The Reverend Canon George Tolley, principal of Sheffield City Polytechnic, is to become the new chairman of the Further Education Curriculum Review and Development Unit.

Dr Tolley had had wide experience in education and research. Between 1961 and 1965 he was principal of Worcester Technical College and then became senior director of studies at RAF Cranwell before being appointed principal of Sheffield College of Technology where he remained until taking up his present post in 1969.

Duke to open dental school

The new dental school and hospital in Newcastle is to be officially opened by the Duke of Northumberland on September 15. At the ceremony honorary degrees will be conferred on Professor John Boyes, director of the Dental School; John Chalmers, president of the Dental Graduates Society; and Wilfred Joseph, the Newcastle dental school founders and benefactors lecturer in 1974.

City's new vice-chancellor

Dr Raoul Franklin, Fellow and tutor of Keble College and lecturer in the department of engineering science at Oxford University, has been appointed vice-chancellor of City University. He succeeds Dr Edward Parkes, who is to become chairman of the University Grants Committee. He takes up his appointment next autumn.

Hull chancellor chosen

Lord Wilberforce, Lord of Appeal in Ordinary, has been elected chancellor of Hull University. He is a descendant of William Wilberforce, the slave campaigner who was born in Kingston upon Hull and was the city's member of Parliament. He succeeds Lord Cohen of Birkenhead, who died last year.

Honour for Dr Edwards

Dr Ted Edwards, who retired as vice-chancellor of Bradford University tomorrow (Saturday) has been appointed honorary professor of the university. It was announced this week.

Reserve of able women students 'still untapped'

by Sue Reid

The theory that universities are starting to scrape the bottom of the pool of ability and are now getting all the young people bright enough to pass their examinations has been questioned by Professor James Dwyer, vice-chancellor of Dundee University.

In his annual report Professor Dwyer dismisses this belief as a "half truth" and claims that there must be a reserve of potential women students who could qualify but choose not to do so.

Examining the pupil famine in the primary school age group cannot simply be projected forward to find the number of 18-year-olds able and willing to go to university in the future.

This system was not plausible because of the low fall in the birth rate among skilled workers and professional or managerial groups from which most of the advanced secondary and higher education groups were drawn.

News in brief

Lord Annan elected vice-chancellor

Lord Annan, provost of University College London, has been elected vice-chancellor of London University for the coming academic year. He will succeed Sir Frank Hartley who is retiring.

Architects start review of training schools

A review of architectural education in Britain was launched recently at an conference at York University, organized by the Schools of Architecture Council.

The review, which will examine the decision taken 21 years ago to move architectural education towards the university sector and academic respectability, may lead to an acceleration of the trend of making architecture a postgraduate subject, preceded by a general first degree.

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Mr John Cowley, head of library services at Middlesex Polytechnic, with Miss Joan Whitt, site librarian at the college's Bouds Green annex, after the opening of the new library.

TV project to help unemployed young was 'just the job'

by Maggie Richards

A pilot project using television and counselling services to aid unemployed young people has been an overwhelming success and should now be expanded, ideally to cover the entire country.

This is the major conclusion of a research team which has been investigating the *Just the Job* project in the West of England. The team's findings have now gone to the Manpower Services Commission, which donated a £54,000 grant to the venture.

Foundation formed with £1m sale of axed college

A new educational foundation is being established to continue the work of a teacher training college in Northfordshire which will be closing in July.

Oxford mends history split

Oxford University is setting up a new honour school of ancient and modern history which is likely to attract A-level candidates whose subjects include ancient history and either Classics or history and a classical language.

Queen Mother's fellowship

The Queen Mother is to become a Fellow of King's College London, to mark the 150th anniversary of the college. The Queen Mother is chancellor of London University.

Going hardest for education graduates

Seven per cent of graduates leaving Sheffield Polytechnic in 1977 whose destinations were known were still unemployed at the end of December, compared with the national average among polytechnic graduates of 8 per cent.

A survey by the polytechnic's careers and appointments service revealed that 7 per cent of the college's students leaving with a Higher National Diploma failed to gain employment by the end of the year, 4 per cent more than the national average.

Taking all the students completing full-time and sandwich courses, 64 per cent found employment, with 56 per cent in permanent post and 8 per cent in temporary work or unemployed. The majority came from the faculties of social studies, humanities, art and design and education.

The polytechnic says that students from these faculties accounted for 83 per cent of those still seeking permanent employment in December. A major proportion—56 per cent—were from the education faculty.

Eighteen per cent went on to further courses of study, 11 per cent of the graduates and 21 per cent of the HND students fell into this category, compared with national averages of 19 per cent and 24 per cent respectively.

The polytechnic said this week: "The 56 per cent entering permanent employment represents a small fall (3 per cent) against 1976 figures but is still much higher than the national figures for the universities and the polytechnics. Graduates from sandwich courses, having enjoyed one year's working experience, scored highly with 75 per cent entering employment and few in temporary work or unemployed."

Science and engineering graduates were in demand with 84 per cent and 77 per cent respectively going directly into employment, the majority into the private sector.

The polytechnic says that the median salary for all students showed a rise of 12 per cent from £2,673 in 1976 to £3,000 in 1977. There was a discrepancy between the starting salary for graduates in the public sector and the private sector of 10 per cent. It poses the possibility that this may cause graduates to turn away from the private sector.

Foundation formed with £1m sale of axed college

A new educational foundation is being established to continue the work of a teacher training college in Northfordshire which will be closing in July.

Hockerill Church of England College of Bishops Stortford is to be sold to Essex County Council for use as a co-educational boarding school for 380 pupils. Essex is to pay more than £1m for the premises, and the money will be used by the new foundation for the advancement of further and higher education, with particular emphasis on religious education.

The foundation is to be administered by a group of 12 managing trustees, who will include the Bishop of St Albans, the Bishop of Chelmsford and the directors of education of each diocese.

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Queen Mother's fellowship

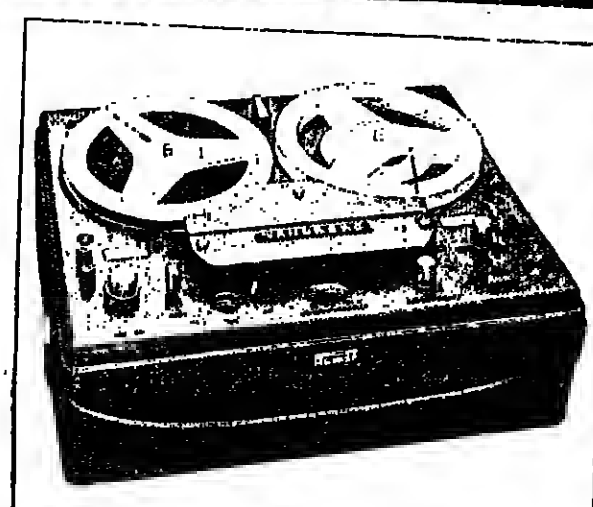
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Rice-field reformers

There is always a potential between two groups of states. Some are concerned with analysis of competition between people and others are concerned mainly in the theoretical, explaining and dynamics of the group. The first group stresses the stimulus from thrilling details, others the theory rather than the descriptive in the past. Debate can be very useful. The article by studies of the world, whose actions may help to stand upon what our own society is about the explanation of the society offered by social scientists and others and the Michael Reich's study of the area of commercial development in the coastal townlands of England. The article is a considerable merit because it seems attempt to link the social intention of some form of development and the limited perspective of the field. The article is a study of the effects on the social and the national society as a consequence of change in land tenure and the effective commercialization of the urban area.

The interest of this study lies in the study of the

was reviewed and approved by the United Nations Conference on International Trade (UNCTAD) which urged the Egyptian government to allow them to acquire the farmland and wheat production and the growth of export which helped the former to obtain credit. The result came from a thoroughly studied economic reform, for it remained important to modernize production and land.

The author's major concern is the consequences of nationalization in a commercial agriculture. It indicates that there has been little class difference within the rural population, but the more advanced cooperatives are extremely dependent on the state for both material aid and technical advice. Such cooperatives are therefore much more by technicians than by farmers. Incorporation is therefore valuable in a long run.

This is a valuable and comprehensive study of a very special case. Government led agricultural development, the social relations in the rice zone is well presented and thoroughly researched. The study is like a great deal of the literature on agricultural co-operation, although the rhetoric of local peasants may not relate in the same way to the needs of the majority of the national population.

The main weakness of the book is that no clear picture is drawn of the social impact of these changes. The whole social context of the rice zone is missing. This book does not purport to be an exhaustive study of the situation, and its level of analysis is entirely appropriate as a background to the consideration

admits all the degradation and dehumanizing aspects of manual work. But Jaakkola feels that that is not the full story:

I want to work. I like to work! To work in a manufacturing industry is to manufacture things. I don't want to sit at home and add up tables. . . . I don't want to be mad sometimes at those young people who do not want to go into the industry. It is good that they are critical . . . (but) you have to have big production too, I tell them, big series, how will you get the money for your books and your otherwise? . . . But they just shake their heads. Probably think I am one of these machine

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Colin Crouch

Soil systems

Dorothea Gabe Cohen

The book undoubtedly opens new avenues of thought in addition to conveying a sense of purpose. We are constantly reminded that the current state of knowledge of systems and our inability to manage or predict environmental problems. This is indeed a strong argument for refining and, as necessary, restructuring our systems models. Furthermore, it is evident that these objectives are central to the interests of geographers as environmental scientists.

Jim Sturman's book on sediment transport is another example of the multidisciplinary subject deriving its unity from a systems organization.

R. T. Smith

need to invent new ones.

That the Chelicerata, Crustacea and Urochordata have evolved independently is forcefully reiterated in the chapter on the evolution of arthropod jaws. The promotor-remotor mechanism gives rolling jaws in crustaceans and hexapods while the prehensile movements in the transverse plane gives blanch jaws in chelicerates and myriapods. Cutting across those groupings, however, is the particular part of these limbs which is involved in feeding. In

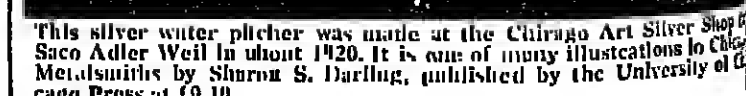
A. Fincham

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1. The first group of respondents (n = 10) was composed of individuals who had been employed by the company for a minimum of 10 years and had been in their current position for a minimum of 5 years. This group was selected to provide a baseline of knowledge and experience with the company's safety culture.

This is not, perhaps, the first book one would recommend to students who need on introduction to Leopardi's poetry, since he offers relatively little by way of stylistic analysis, but it is one they will need to read when they seek to deepen their acquaintance with him. The publication coincides with that of another volume which has a similar title—*Timothy Welsch's* Selleg, a voice not understood. Certainly, this book ought to have been as long as Welsch's. As it is, it is his last



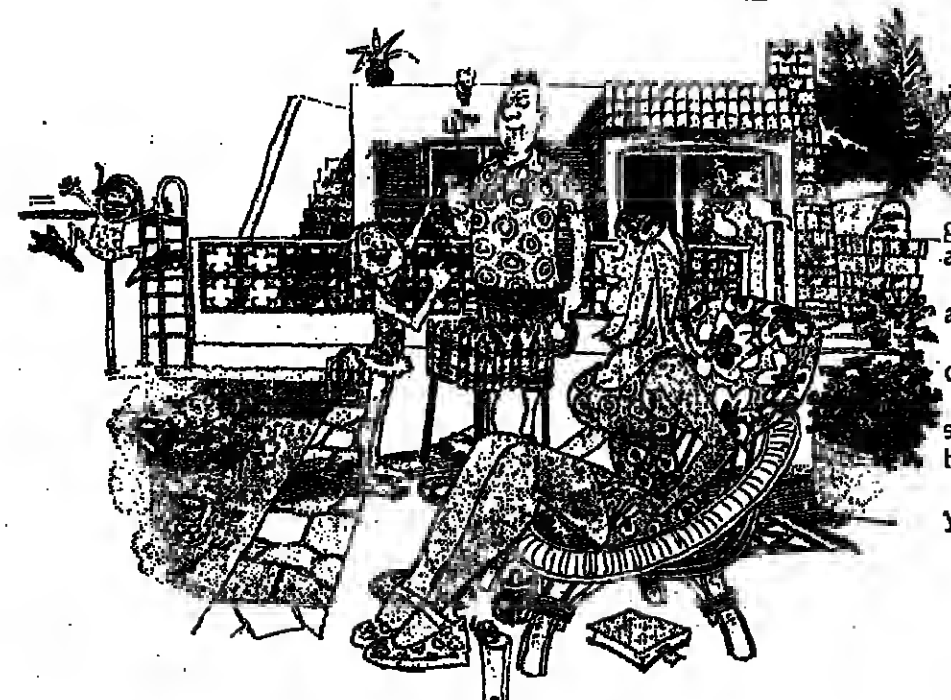
Patrick Parrinder

E. J. Burge

The search for polytechnic equilibrium

The Reverend Canon George Tullen is princi-

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